CIVILIAN MARINES

USMC TRAINING AND EDUCATION COMMUNITY OF INTEREST

Competency Identification and Development

What is a Competency?

- A competency is an (observable) measurable pattern of knowledge, abilities, skills and other characteristics that individuals need in order to successfully perform their work. (*DoDI 1400.25 v.250 (Nov 2008), Civilian Strategic Human Capital Planning)*

Common Elements

- *DoD, SecNav and external competenc definitions stress…*
  - Observable
  - Measurable
  - Knowledge Skills and Abilities (KSAs) are foundational to competencies
  - Required for successful performance of work

Competency Examples

Competency Types

- Competencies can generally be grouped or "clustered" into major categories, i.e., technical/ functional, leadership, behavioral, business, etc
- Example: A Behavioral Competencies Group/Cluster might include…

  - Analytical Thinking
  - Adaptability
  - Attention to Detail
  - Communicating with Impact
  - Continuous Learning
  - Critical Judgment

Competency Name/Title

- **Competency Title:** The competency title is the name of the competency. The title typically combines a one-word descriptor associated with the functional area and one or two words that describe the type of work required. *(SecNav draft)*

  - *Example: Analytical Thinking*

Competency Definition / Description

- **One common approach is a short, 1-sentence definition followed by supporting KSAs:**
  - ***Analytical Thinking:*** *Approaching a problem by using a logical, systematic, sequential approach.*
    - Makes a systematic comparison of two or more alternatives.
    - Notices discrepancies and inconsistencies in available information.
    - Identifies a set of features, parameters or considerations to take into account, in analyzing a situation or making a decision.
    - Approaches a complex task or problem by breaking it down into its component parts and considering each part in detail.
    - Weighs the costs, benefits, risks, and chances for success, when making a decision.
    - Identifies many possible causes for a problem.
    - Carefully weighs the priority of things to be done.

Competency Definition / Description

- **Another approach is a longer, 2-3 sentence description that incorporates key elements of supporting KSAs:**
  - ***Operate Company Vehicle:***
    Can operate any late model automobile or light truck safely and efficiently. Adapts to different climactic and road conditions while adhering to on-time requirements of dispatch schedule. Demonstrates proper techniques for vehicle control, operation of vehicle components and subsystems, operator level maintenance, and traffic law compliance.

KSAs Required to Operate Company Vehicle

- ❑ Knowledge of applicable state traffic laws.
- ❑ Skill at control of vehicle by maintaining proper speed, following distance, proper use of signaling devices and compliance with traffic control signs and signals.
- ❑ Skill at parking both front-in and backing, parallel and in crowded, narrow garages.
- ❑ Ability to correctly operate vehicle features and subsystems such as seat belts, climate controls, lights, wipers, stability assistance, cruise control and other components specific to the particular fleet vehicle.
- ❑ Ability to operate both standard and automatic transmissions.
- ❑ Ability to perform proper fueling, inspection and maintenance of required fluid levels and tire pressure

Writing Competencies: *Guidance from OPM…*

- " You should define competencies **simply and clearly** and make sure that they embody a single, readily identifiable characteristic. Avoid stating a competency in way that would confuse it with a task - as frequently happens when competency statements begin with a statement such as "Ability to (perform a task***)."*** ***It is also good practice to make the competency definitions behaviorally based to the extent that an individual possessing that competency can be assessed through measurable behaviors. One way to do this to incorporate action verbs*** into the competency definitions (except for definitions of knowledge areas). "

Source: Delegated Examining Operations Handbook: A Guide for Federal Agency Examining Offices.
May 2007, p.273.

OPM has developed some generic competencies, for example…

- ***Applies Technology to Tasks***: "Selects and understands procedures, machines, or tools that will produce the desired results; identifies or solves problems in machines, computers, or other technologies as they are related to performing tasks."

- ***Customer Service***: "Works and communicates with clients and customers (e.g., any individuals who use or receive the services or products that your work unit provides, including individuals who work in your agency or in other agencies or organizations outside the Government) to satisfy their expectations. Committed to quality services."
- ***Interpersonal Skills***: "Shows understanding, friendliness, courtesy, tact, empathy, cooperation, concern, and politeness to others; relates well to different people from varied backgrounds and different situations."

Source: "Delegated Examining Operations Handbook: A Guide for Federal Agency Examining Offices, May 2007, p 242

Competencies and "Skill Levels"

Relationship between Job and Competency Skill Level…

- ***CWDA "maps" job grades to competency "skill levels"***
  - Example: GS-05 to GS-09 may equate to competency "Skill Level One"
  - …or, in NSPS, YA-02 or YD-02 might equate to competency "Skill Level Two"
  - …or, in the NAF system, NF-04, a more senior position, might equate to competency "Skill Level Three"

Note: COIs define these linkages on the CWDA "Jobs" worksheet

Example: A Competency at different Skill Levels: *Verbal/Written Communication - Skill Level 1*

- **Competency : *Use basic verbal/written communication abilities.* Description:**

- Select the most appropriate method (e.g., voice mail, e-mail, phone) to deliver a message based upon the situation and content
- Listen to others and ask open/closed-ended questions to clarify understanding

Acknowledge and be open to differing perspectives and points of view

- Present ideas clearly in one-on-one situations
- Write memos, letters, and e-mails that communicate key messages
- Identify the reporting relationships within the various function

***…* Skill Level 1 = the expectation for verbal/written communication at possibly the GS-07, YA-01 or NF-02 level.**

Verbal/Written Communication – Skill Level 2

- **Competency:** ***Use verbal/written communication to inform and influence others.*** **Description:**
  - Clearly convey intended messages in an organized, credible, and concise fashion.
  - Listen attentively and probe for information to learn about people's needs, perspectives, and concerns.
  - Produce concise, well-structured, and organized written communication to clearly convey own viewpoint.
  - Create and deliver presentations tailored to specific audiences .
  - Read signals from audience while communicating and tailor messages and responses accordingly.
  - Persist to gain access to busy, difficult, or uninterested people.

…At Skill Level 2, notice that expectations increase in scope and complexity, perhaps at the GS-11, YA-02 or NF-03 level…

Verbal/Written Communication – Skill Level 3

- **Competency:** ***Translate complex ideas into comprehensive verbal/written communication to gain broad organizational commitment.***
  Description:
  - Use personal communication style to generate excitement for topics, create support for new ideas, and motivate individuals.
  - Clearly communicate differing viewpoints and build consensus on complex. conceptual issues in both verbal discussions and written documents.
  - Convey difficult or sensitive information diplomatically and in a positive manner.
  - Encourage others to openly communicate thoughts and ideas.
  - Give appropriate responses to unexpected questions in one-on-one and group sessions.

….By Skill Level 3, the expectation changes again, this time to organizational impact…perhaps needed at the GS-14, YA-03 or NF-04 level…

Competencies and "Proficiency Levels"

Skill Level or Proficiency?

- **In CWDA, *Skill Levels relate competencies to job grades*** (i.e., GS-09, YA-03, etc), ***whereas…***
- … ***"Proficiency Levels" are used to identify the degree to which one possesses the competency…***

CWDA Proficiency Scale

0	**Don't Know**	**Non Applicable/No Knowledge Necessary**
1	**No Proficiency**	**Conceptual Knowledge Only/No Experience**
2	**Low Proficiency**	**Able to Apply with Help**
3	**Moderate Proficiency**	**Able to Apply Autonomously**
4	**High Proficiency**	**Proficient/Able to Help Others**
5	**Very High Proficiency**	**Expert Knowledge**

- CWDA provides COIs with an option to assign a desired proficiency level or range for each competency.

Uses for Proficiency Level

- Proficiency Levels help both the individual and supervisor determine training needs.
- Proficiency Levels help COI managers identify community strengths and target competency shortfalls.
- Proficiency scale meets DoD requirement to:

> *"Establish a benchmarked, five-point rating scale to be uniformly applied throughout Department of Defense to measure competency proficiency level requirements of positions and levels of employee proficiency."*

Source: *DoDI 1400.25 v.250 (Nov 2008), Civilian Strategic Human Capital Plannin*

Competency Development Process

DoDI: Competencies and Job Analys

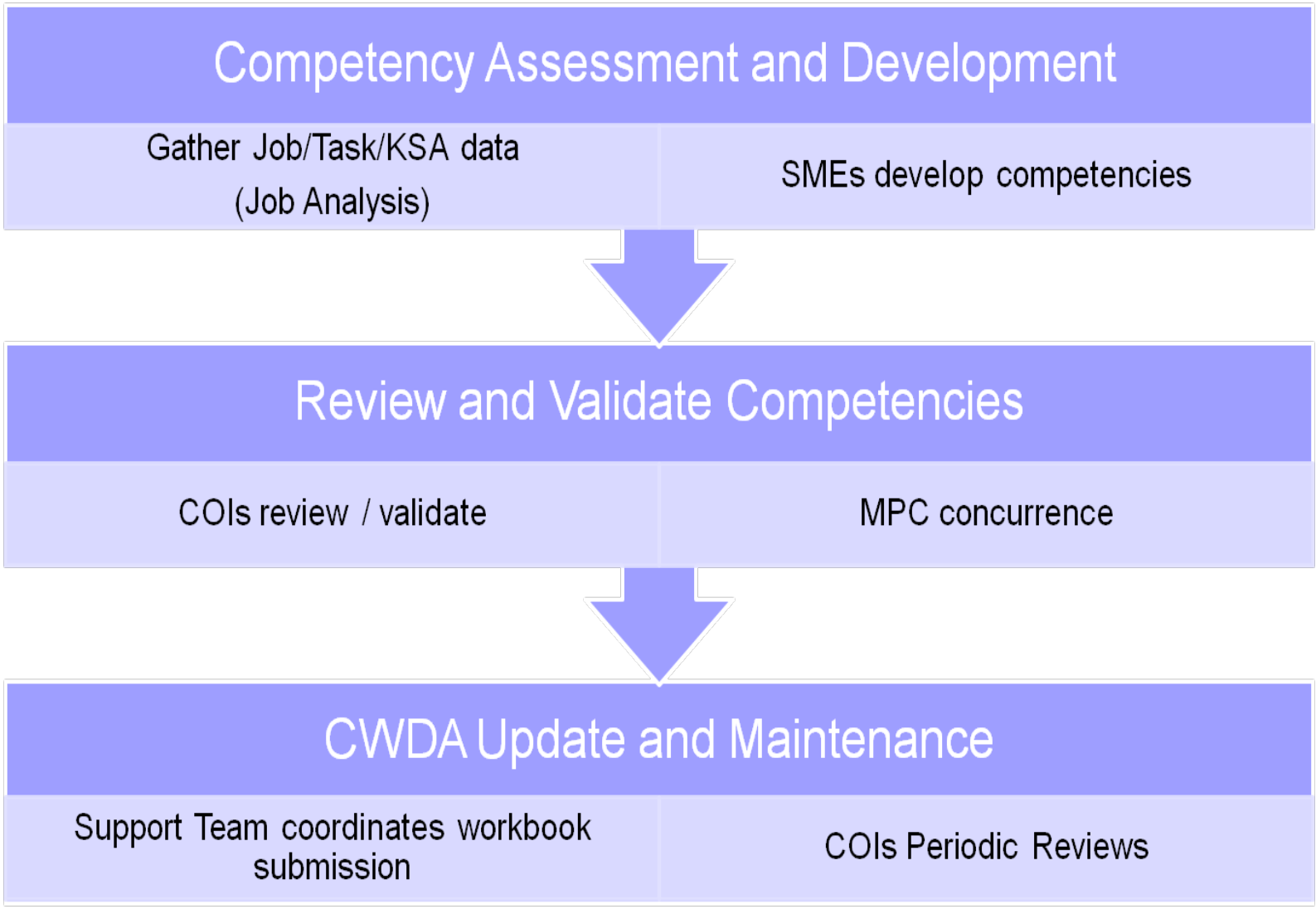
- Strategic Human Capital Planning (SHCP) will be implemented systematically, in part, through redirection of existing job analysis …

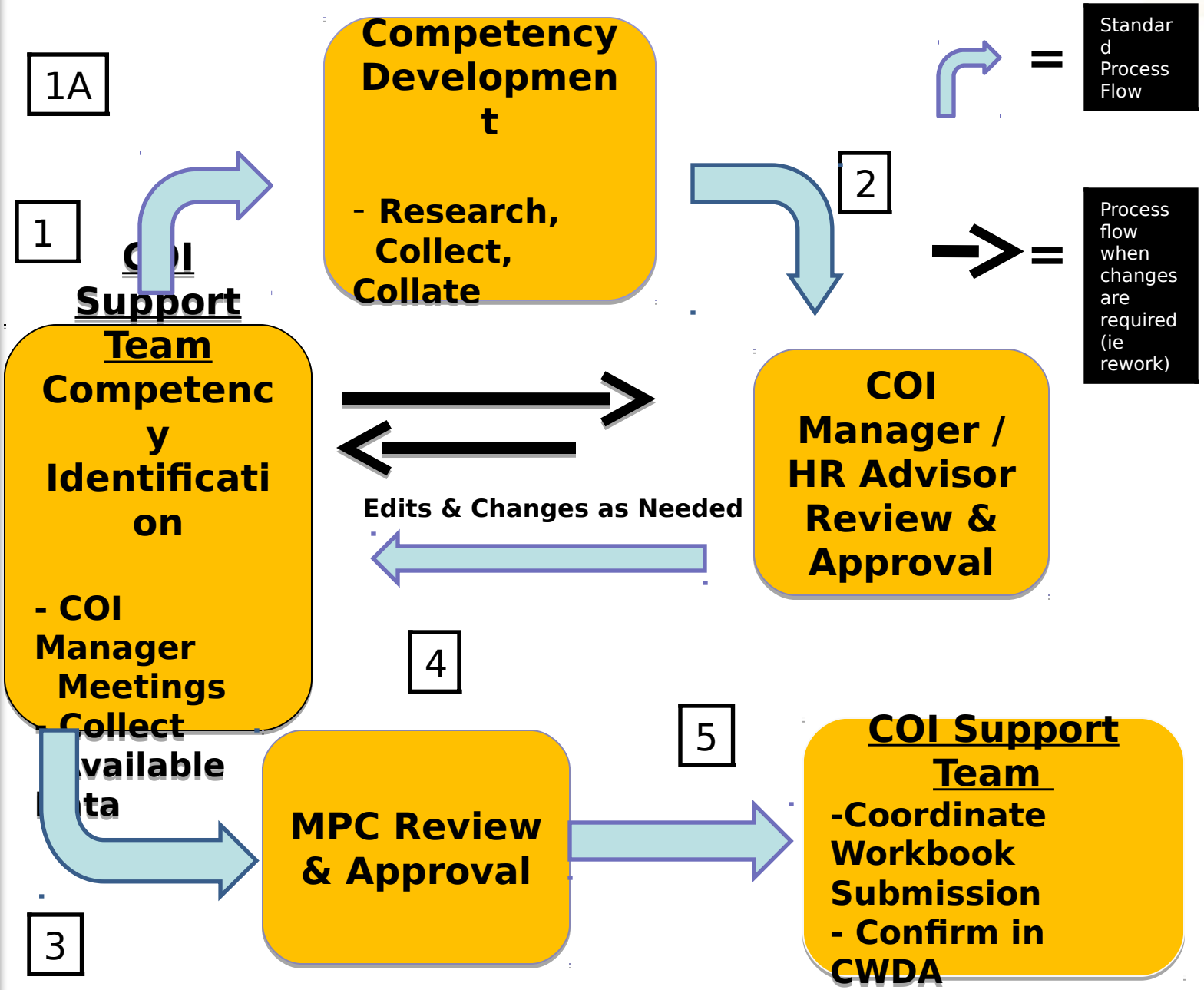
- Components tasked to implement job analysis programs – can select any method that complies with established policy methods…

- **Job analysis.** "The process of identifying and defining, at an appropriate level of detail, *what* ***the basic duties and responsibilities of a job requires in terms of both job tasks and employee competencies needed to perform those duties and responsibilities. The competencies derived from the job analysis must be relevant or demonstrate a linkage to the tasks or duties of the job.*** There are various well-developed, systematic approaches to job analysis."

Source: *DODI 1400.25 v.250 (Nov 2008), Civilian Strategic Human Capital Planning*

Competency Development Process




1A
Competency Development
- Research, Collect, Collate
Standard Process Flow
1
COI Support Team
Competency Identification
- COI Manager Meetings
- Collect Available Data
2
Process flow when changes are required (ie rework)
COI Manager / HR Advisor Review & Approval
Edits & Changes as Needed
4
5
3
MPC Review & Approval
COI Support Team
-Coordinate Workbook Submission
- Confirm in CWDA

Competency Development Process

- Key Points
  - Gather Data:
    - Job Analysis techniques …
    - Capture essential tasks, KSAs, key outcomes within a job series.
  - Develop Competencies:
    - COIs identify SME panels / WGs.
    - SMEs develop KSAs / competencies required that match the requirements of the data generated during job analysis.
  - Review and Validation:
    - Competencies clearly traceable to job analysis and correspond to DoDI and SecNav definitions.
    - Subsequent phase of SME panel / WG…
    - Consider survey instrument…

Consider support available assigned COI HR Advisor

COI Competency Development Goals

Next Steps

- Determine COI goals for competencies currently loaded in CWDA.
- Identify any information ready for immediate / update / input into CWDA.
- Identify potential support requirements.
- Identify rough timeline.

Working Group Objectives

Objective

- **To develop a set of draft competencies for unrepresented parenthetical/series**
- **To continue Phases II to validate draft competencies**
- **Review draft career Road maps for 17XX Series**

In order to provide a cross functional and SME chop on DoDI format competencies and prepare for a final validation of competencies and roadmaps through a post survey to the entire 17XX workforce.

Deliverable: Out brief Mr. Bearor

- **General Comments**
- **Suggested significant changes or additions to competencies**
- **Gaps/additions in training Road maps**

We are looking for all participants to roll up their sleeves and be willing to participate fully in the meetings, sharing ideas, experiences, and suggestions.